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**School Librarian SELECTED Performance Measures**

**Overview and Acknowledgements**

**The School Librarian Student Growth Performance Measures were designed in alignment with the American Association of School Librarians (AASL) Standards for the 21st-Century Learner:**

1. **Inquire, think critically, and gain knowledge.**
2. **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**
3. **Share knowledge and participate ethically and productively as members of our democratic society.**
4. **Pursue personal and aesthetic growth.**

**The AASL 21st Century Learner Standards will be used as tools in the teaching and learning process, specifically for school librarians in the area of research. According to the Common Core State Standards (CCSS), to be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. (pg. 4 CCSS) It is this reason that research and media skills and understanding are embedded throughout the Standards. It is paramount school librarians are actively involved in every aspect of the CCSS as Delaware transitions to the CCSS.**

**CCSS encourages that the research in schools move away from the one extensive research project which involved students preparing countless note cards and require a large amount of time for the student, teacher and school librarian. Now the CCSS emphasizes the shift for students to engage in short-focused research from a couple of days up to approximately two weeks. Students need to be involved in the research process as early as Kindergarten, participating in shared research and writing projects from grades K to 2. This means guiding and supporting students as we scaffold the teaching and learning of research so that by grade 3 through grade 12 students can begin to independently participate in research projects.**

**Did you know that 80% of what students read postsecondary is informational text? As the CCSS aims to meet the requirement of college and career readiness and in accordance with NAEP, the following reading framework distribution in both reading and writing are now required.**

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| **Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework** | | |
| **Grade** | **Literary** | **Informational** |
| **K-5** | **50%** | **50%** |
| **6-8** | **45%** | **55%** |
| **7-12** | **30%** | **70%** |
| **Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office** | | |

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| --- | --- | --- | --- |
| **Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework** | | | |
| **Grade** | **To Persuade** | **To Explain** | **To Convey Experience** |
| **4** | **30%** | **35%** | **35%** |
| **8** | **35%** | **35%** | **30%** |
| **12** | **40%** | **40%** | **20%** |
| **Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition* Iowa City, IA: ACT, Inc.** | | | |

**To meet the shifts in the balance between literature (stories, drama, and poetry) and literary nonfiction educators must take an integrated literacy approach so that all Delaware educators have a shared responsibility for literacy instruction, regardless of the discipline or content area. The balance of informational reading in grades 6–12 is a shared responsibility within the school and must take place in other classes if the NAEP assessment framework is to be matched instructionally (pg. 5 CCSS). School librarians must be a part of this shared responsibility in all grades providing literacy support through research in our Delaware school libraries.**

**Acknowledgements**

* The following helped to support these DPAS II Component 5 Documents:
* American Association of School Librarians, Standards for the 21st-Century Learner, <http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>
* National Common Core State Standards, Common Core State Standards Initiative, <http://www.corestandards.org>
* New York City Department of Education, Information Fluency Continuum: K-12 Priority Benchmark Skills and Assessments <http://schools.nyc.gov/Academics/LibraryServices/StandardsandCurriculum/default.htm>